

Name: _____ Date: _____

ENG 2D3 – *THE GREAT GATSBY* MOVIE TRAILER ASSIGNMENT

In small groups, you will be creating a movie trailer for the upcoming release of a film version of *The Great Gatsby*. Each group (3 groups of 3 and 1 group of 2) will select one of the following sections to represent in your trailer:

- Chapters 1-3
- Chapters 4-6
- Chapter 7
- Chapters 8-9

Remember that the trailer should entice readers into buying this book, but should not give away all of the details or spoil the novel!

As a group, you will be responsible for completing a storyboard for your movie trailer. This will be given a group mark, and must be handed in on _____.

Your trailer must include the following:

- The complete title of the book, the author's full name, the chapter numbers which your group has been assigned, and credits which list the full names of all group members
- A voiceover
- Length of 1:30-2 minutes
- Images which relate to your assigned chapters – these images can be computer animations, still pictures, or video (of yourself and your group members bringing scenes from your chapters to life, or video of locations/objects/other images which somehow relate to your chapters).
- Music or sound effects

You must then complete the following tasks:

- A two-page (typed, double spaced) directors log explaining the process of creating your trailer and the rationale behind all decisions made (font choice, colours, images chosen, music and sound effects chosen and when/how they are used, voiceover and dialogue, etc.). This will be given an individual mark, and is due _____.
- Present your trailer to the class. You will be evaluated individually on your oral presentation skills, and each person in the group must speak for about 2 minutes about the decisions your group made (listed above). Presentations will take place in class on _____.

The rubric on the reverse of this page will be used to evaluate your work.

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CRITERIA	LEVEL R (0-4 MARKS)	LEVEL 1 (5 MARKS)	LEVEL 2 (6 MARKS)	LEVEL 3 (7 MARKS)	LEVEL 4 (8-10 MARKS)
Storyboard (group) Identify some media forms and explain how the conventions and techniques associated with them are used to create meaning	Storyboard is not submitted, or is submitted but is incomplete. The storyboard lacks sufficient detail of proposed shots and beginning, middle, and end.	Storyboard contains limited detail about each shot. There is limited evidence of a planned beginning, middle, and end.	Storyboard contains some detail about each shot. There is a loose beginning, middle, and end planned.	Storyboard contains detail about each shot. There is a beginning, middle, and end planned.	Storyboard contains thoughtful detail about each shot. There is a clear beginning, middle, and end planned.
Trailer (group) Create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques	Trailer is not submitted, or is submitted but is incomplete. The trailer lacks detail and representation of the assigned chapter is not clear. Trailer contains a spoiler.	Trailer is put together with limited thought and detail; chapter is not represented clearly and is spoiled.	Trailer is put together with some thought and detail; chapter is at times represented clearly and parts of it may be spoiled.	Trailer is put together with thought and detail; chapter is represented clearly and is not spoiled.	Trailer is put together with thorough thought and detail; chapter is represented very clearly and is not spoiled.
Presentation Use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes	Student does not present, or presents in a manner that makes it difficult to understand their information.	Student speaks with limited volume, clarity, and eye contact; they do not speak in a very engaging fashion.	Student speaks with varying volume, clarity, and eye contact; they speak in a somewhat engaging fashion.	Student speaks loudly, clearly, maintains eye contact and speaks in an engaging fashion.	Student speaks loudly, clearly, maintains constant eye contact and speaks in a highly engaging fashion.
Rationale Reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts	Rationale is not submitted, is submitted and is partially complete, or explains decisions with no detail and not in paragraph form	Rationale explains decisions with some detail, in loose paragraph form, and with several spelling/grammar errors	Rationale explains decisions with some detail, in loose paragraph form, and with some spelling/grammar errors	Rationale explains decisions with detail, in paragraph form, and contains few spelling/grammar errors	Rational explains decisions thoroughly, with a high degree of detail, in paragraph form, and is free of spelling/grammar errors

TOTAL: ____/40